**Lesson Plans for Mrs. Hanlon’s Class**

**Monday January 2, 2012**

**No School-Winter Break**

**Tuesday January 3, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health-No Health, replace with Spelling because of short week.**

**Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying the VCCV and VCV patterns in words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

**Activities**:

1. **Anticipatory Set:** Discuss vowel and constants patterns using teacher’s manual page 209E-F
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 221-223 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**9:00-9:30 English**

**Lesson 1: What Is an Adjective?**

**Objective:** Students will identify adjectives in a sentence.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Present a red apple to the class. Have them write words to describe it. Then show students a green apple. Have student describe the green apple. Share differences.
2. Read and complete pages 152-153 as a whole class.
3. Students will independently complete worksheet 1
4. Work time on worksheet page 1

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will create a main character of their story.

**Materials:** ELAR folder and

**Procedure:**

1. Use inspiration to create their main character of their creative story.

**Assessment:** Teacher observations

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining how cause and effect affects how we summarize a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

**Activities**:

1. **Anticipatory Set:** Discuss “Neighbors, Friends” activity in teacher’s manual page 289Q
2. Read the “Teacher Read aloud” to students found from pages 289s-289t. Have students ask the class questions.
3. Build student vocabulary by studying pages 290-291 with students. (Optional: Complete Wordbook page 215)
4. Listen to the story on CD. Story is found on pages 292-303.
5. Discuss questions on page176 as a whole class.
6. Students will begin completing pages 216: Graphic Organizer: Cause and Effect and page 217: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to write fractions as decimals.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review yesterday’s lesson and show students how to complete the process in reverse.
4. Use page 206-207 to guide lesson.
5. Have students complete page 208, # 11-29 odds.

**Assignment:** Bookwork.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Colonial Week**

**1:20-2:00, 2:20-2:55 Colonial Week**

**Objective:** Students will understand life in colonial times by participating in various activities.

Homeroom=Monday

Radtke=Tuesday

Green=Wednesday

Savatski=Thursday

**Resources:** Video, hand-out, & materials for game.

**Activities:**

1. Read through hand-out. Discuss how entertainment has changed.
2. Watch video about colonial games.
3. Demonstrate how to make toy.
4. Have students construct their game.
5. Allow students to play with their game.

**Assignment:** Write a short paragraph about how games are different today than colonial times.

**Assessment:** Teacher observations and written paragraph.

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday January 4, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Writing With Adjectives**

**Objective:** Students will elaborate sentences with adjectives that tell *what kind, how many, and which one.*

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Show students objects and have them describe the nouns. Share results. Emphasize that people will describe the same noun differently.
2. Read and complete pages 154-155 as a whole class.
3. Students will independently complete worksheet “Writing with Adjectives”
4. Work time on worksheet “Writing with Adjectives”

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 WrIting**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Peer edits and revisions of DARE reports & personal essays

**Assessment:** Teacher observations and complete revisions

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining how cause and effect affects how we summarize a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

* Leveled Readers:
  + Drummer Boy

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to write fractions as decimals.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review yesterday’s lesson and show students how to complete the process in reverse.
4. Use Interactive Chalkboard to complete discuss 5.7
5. Have students Complete Worksheet 5.7

**Assignment:** Worksheet 5.7

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Colonial Week**

**1:20-2:00, 2:20-2:55 Colonial Week**

**Objective:** Students will understand life in colonial times by participating in various activities.

Homeroom=Monday

Radtke=Tuesday

Green=Wednesday

Savatski=Thursday

**Resources:** Video, hand-out, & materials for game.

**Activities:**

1. Read through hand-out. Discuss how entertainment has changed.
2. Watch video about colonial games.
3. Demonstrate how to make toy.
4. Have students construct their game.
5. Allow students to play with their game.

**Assignment:** Write a short paragraph about how games are different today than colonial times.

**Assessment:** Teacher observations and written paragraph.

**2:00-2:15 Recess**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday January 5, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create a main character of their story.

**Materials:** ELAR folder and

**Procedure:**

1. Use inspiration to create their main character of their creative story.

**Assessment:** Teacher observations

**Homework:** None.

**9:15-10:00 LMC—with mrs. dickenson-**

**10:00-10:10 Teacher Read aloud and snack**

**10:10-10:30 english**

**Lesson 2: Articles and Demonstratives**

**Objective:** Students will identify articles and demonstrative adjectives in a sentence.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Introduce the lesson using the “Reteaching” selection at the bottom of page 156.
2. Read and complete pages 156-157 as a whole class.
3. Students will independently complete worksheet 2
4. Work time on worksheet page 2

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Introduce story elements for writing a good story.

**Assessment:** Teacher observations and complete prewriting activity.

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining how cause and effect affects how we summarize a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

* Leveled Readers:
  + Drummer Boy

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to complete the Chapter 5 Review.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students complet pag 213.
4. Give students the answers 10 minutes for the end of class, discuss any problems.

**Assignment:** Review for Test.

**1:20-2:00 Colonial Week**

**1:20-2:00, 2:20-2:55 Colonial Week**

**Objective:** Students will understand life in colonial times by participating in various activities.

Homeroom=Monday

Radtke=Tuesday

Green=Wednesday

Savatski=Thursday

**Resources:** Video, hand-out, & materials for game.

**Activities:**

1. Read through hand-out. Discuss how entertainment has changed.
2. Watch video about colonial games.
3. Demonstrate how to make toy.
4. Have students construct their game.
5. Allow students to play with their game.

**Assignment:** Write a short paragraph about how games are different today than colonial times.

**Assessment:** Teacher observations and written paragraph.

**2:00 Recess**

**2:40 BOB Book Check-off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday January 6, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-9:45 Snack and Teacher Read aloud**

**9:45-10:15 Spelling Test and Spello**

**10:15-10:30 English**

**Lesson 3: Comparing with Adjectives**

**Objective:** Students will identify proper forms of adjectives by following rules of the English language.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Read the One-Minute Warm-up at the top of the page.
2. Read and complete pages 158-159 as a whole class.
3. Students will independently complete worksheet 3
4. Work time on worksheet page 3

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Introduce story elements for writing a good story.

**Assessment:** Teacher observations and complete prewriting activity.

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining how cause and effect affects how we summarize a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

Week 2 Skills Test

**Activities**:

1. **Anticipatory Set:** Share “Storage Spaces” 289R. Give students a template of a trunk and allow students to place their possessions inside.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 2 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to take the Chapter 5 Test.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Allow students to take the Chapter 5 Test.

**Assignment:** None

**Assessment:** Teacher observations and test

**1:20-2:00 Colonial Week**

**1:20-2:00, 2:20-2:55 Colonial Week**

**Objective:** Students will understand life in colonial times by participating in various activities.

Homeroom=Monday

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Green=Wednesday

Savatski=Thursday

**Resources:** Video, hand-out, & materials for game.

**Activities:**

1. Read through hand-out. Discuss how entertainment has changed.
2. Watch video about colonial games.
3. Demonstrate how to make toy.
4. Have students construct their game.
5. Allow students to play with their game.

**Assignment:** Write a short paragraph about how games are different today than colonial times.

**Assessment:** Teacher observations and written paragraph.

**2:00 Recess**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.